DOCUMENT RESUME

ED 100 393 IR 001 495

AUTHOR	Franckowiak, Bernard M.
TITLE	School Library Media Programs and the National Program for Library and Information Services. Related Paper No. 7.
INSTITUTION	National Commission on Libraries and Information Science, Washington, D.C. National Program for Library and Information Services.
REPORT NO	NCLIS-NPLIS-7
PUB DATE	Nov 74
NOTE	23p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	Audiovisual Aids; Elementary Secondary Education; Financial Support; Information Services; Instructional Materials Centers; Instructional Media; Interinstitutional Cooperation; Library Cooperation; Library Education; *Library Networks; *Library Standards; *National Programs; Needs; Professional Continuing Education; Program Evaluation; *School Libraries; Statewide Planning
IDENTIFIERS	National Commission Libraries Information Science; *National Program for Library and Information Ser

ABSTRACT

The nature of the instructional process, with emphasis on student involvement in the use of materials, makes it essential that excellent school library media programs be provided at the school building level. The National Program for Library and Information Services could provide substantial improvement in the provision of information services to schools. The national program could provide centralized material processing, automated information retrieval, and staff development opportunities. In return, the school media center could provide expertise in the use of audiovisual technology and open its collection to public use. In order to participate in the national program, a school should meet standards calling for a full range of services in five broad areas: access, reference, production, instruction, and consultation. Incentives should be provided to encourage school districts to meet the standards. Although difficulties can be expected in trying to bring all schools into national library network, good planning and coordination could overcome most obstacles. (Author/PF)

ED100393

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
NATIONAL PROGRAM FOR LIBRARY
AND INFORMATION SERVICES

RELATED PAPER
NUMBER SEVEN

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCHOOL LIBRARY MEDIA PROGRAMS AND THE NATIONAL PROGRAM FOR LIBRARY AND INFORMATION SERVICES

BERNARD M. FRANCKOWIAK

SCHOOL LIBRARY SUPERVISOR
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Describes the relationship and involvement of the school media programs with the national program as described in the second draft of the NCLIS National Program. Projects the role and prospective benefits the school media programs would have in relating its programs to such a national program, projects the types of standards the school media programs should be required to meet to join the national program, anticipates problems in developing this relationship, and suggests solutions.

NOVEMBER, 1974

The views expressed are those of the author and do not necessarily reflect the position or policy of the NCLIS. Though related to the Commission's National Program, papers in this series are not an integral part of the National Program Document.

IR001495

SCHOOL LIBRARY MEDIA PROGRAMS AND

THE NATIONAL PROGRAM FOR LIBRARY AND INFORMATION SERVICES

The purpose of this paper is to examine the present role and relationship of school library media programs to the national program for library and information services and discuss the necessity for their involvement. It will point out the benefits to and the contributions of school library media programs as well as the standards which these programs should meet in order to fully participate in the national program. Finally, it will indicate problems which will occur in implementing the national program and possible solutions to those problems.

Needs of Students and Teachers

Over forty million students attend public and private elementary and secondary schools in the United States daily. Schools play an important part in shaping student understandings and attitudes toward the world in which they live. Library media programs provide the primary source of support for the day-to-day teaching and learning processes. The students and teachers go first to their school library media centers in search of information in the full range of printed and audiovisual formats to help meet their needs. School library media centers provide a basic complement of learning resources essential to teaching and learning. Media centers also provide for students' individual personal development and recreational interests.

The needs of students for a full range of print and audiovisual materials at the appropriate reading, listening and viewing levels are determined by

the instructional program. Library media personnel participate with teachers in designing instructional experiences and recommending materials and processes to support most effectively these experiences. The modern concept of a library media professional is one moving rapidly into a leadership position in working with students and teachers in designing instructional experiences and helping to make appropriate decisions about the use of media in learning. Schools have made a major effort in recent years to individualize instruction. This emphasis has caused the curriculum to move from textbook and teacher-dominated instructional patterns toward emphasis on the individual student. Stress has been placed on student participation in decision-making and much greater involvement of the individual in the use of the full range of print and audiovisual learning resources. Education is moving away from the concept of "teaching materials" to that of "learning resources" to be used as carriers of information by individuals and small groups.

Recent curricular developments have emphasized an interdisciplinary approach to learning. This trend has further broken down strict subject area lines and promoted the use of a wide variety of learning resources in appropriate format by teachers and students. The teacher is moving into the role of stimulator, guide and tutor in the learning process. This has caused the teacher to be much more concerned about the whole range of intellectual resources and their appropriate role in fostering learning experiences. The school library media program provides vital support to teachers, helping them to become more knowledgeable about the full range of learning resources, techniques and processes of applying these most effectively in the design of instructional experiences. To a large extent the ability of skilled teachers to fulfill effectively their responsibilities is determined by the quality and variety of learning resources and professional library media staff provided to support them.

Development of Library Media Programs

School libraries began primarily at the secondary level. During the 1950's libraries began to take on the responsibilities of instructional materials centers, bringing together, organizing and making accessible a broader range of print and audiovisual resources and needed equipment. Once again, this trend was most visible at the secondary level, later at the junior high/middle school level. It was only during the 1960's that a serious commitment to the development of library media programs was pursued at the elementary school level. Through impetus provided by federal programs such as National Defense Education Act, Title III, and Elementary and Secondary Education Act, Title II, the provision of library media programs was greatly accelerated during the 1960's and 1970's. Growth in collections of print and audiovisual materials has had the effect of stimulating even greater appetites among students and teachers for a full range of learning resources. Federal aid has provided a substantial stimulus to local school districts in upgrading the collections of materials available to students and encouraging local districts to employ qualified staff and provide the necessary facilities. Federal programs have also played a vital role in providing needed leadership and coordination for statewide program development at the state education agency level. These programs have been less effective in stimulating the development of district level leadership positions to provide direction and coordination to districtwide library media programs. This leadership is essential if coordinated kindergarten through grade twelve programs of library media services are to be provided on a more uniform basis to all students and teachers.

During the late 1960's the school library and audiovisual fields began

BEST COPY AVAILABLE

to merge into a single field concerned with the provision of the full range of print and audiovisual services and staff as exemplified in the 1969 AASL/DAVI Standards for School Media Programs.[1] Despite the substantial progress made during this period, many unserved and under-served remain in the public and private schools of the country. This is particularly true of the elementary schools where completely inadequate staffing patterns in many schools prevent students from being provided with the full range of learning resources and library media services. The nature of the instructional process, with emphasis on student involvement in the use of materials, makes it absolutely essential that excellent school library media programs be provided at the school building level.

Growing Interdependence

While strong building level programs are important, schools are becoming increasingly cognizant of their interdependence. Program development has spawned the realization that no library media program can be self-sufficient. This has caused schools to reach beyond the individual building for library media program support. Some schools have begun networking with other school buildings in the district and in adjoining districts. School districts have developed media support services to backstop the building level programs. Several states, such as Iowa, Michigan and Texas, have started state-supported regional media programs to provide a variety of services to support the district and building library media programs. Cooperative educational service agencies operating in other states provide a variety of media services at the multi-district levels.

---

[1] American Association of School Librarians/Department of Audio Visual Instruction, NEA, Standards for School Media Programs (Chicago: American Library Association, 1969).

During the past decade public libraries have moved toward support for regional library systems. A substantial effort must be made to coordinate and articulate the relationship between emerging public library systems and regional media programs specifically designed to meet the needs of schools. Cooperative efforts must be developed at the regional level to build upon the strength of existing programs and to build new programs to provide for services which cannot be provided through existing agencies.

Potential Contribution of National Program to Schools

The National Program for Library and Information Services prepared by the National Commission on Library and Information Services outlines a program which could provide substantial improvement in the provision of reliable and relevant information. It also offers many potential benefits to school library media programs and their *raison d'etre*, the students. The broad ranging concerns of the curriculum, kindergarten through grade twelve, the stress on individualized instruction, and the almost infinite needs for personal fulfillment, make it essential that schools be full participants in the National Program for Library and Information Services. The new national program is closely related to the needs of schools for access to the full range of intellectual resources available in this country. If teachers are to develop stimulating, wide-ranging educational experiences for young people, they must have full support from the national program. If children and young people are to be educated to their full potential, they must have the right of access to needed information. For these reasons it is mandatory that schools participate as full partners in the national program for library and information services. Elementary and secondary schools are in the unique position of preparing students, through the experiences they offer, to live and function effectively in a changed information environment as adults.

Educational programs should use the best possible combination of resources and information to help the student develop the proactice of and desire for life-long learning.

One of the most important benefits of a national plan would be to involve schools as full members in the system. In so doing schools would have access to the broad variety of learning resources and information contained in the full range of public and private library and information sources that exist in this country. The wide-ranging coverage of the school curriculum along with the almost unlimited interests of children and young people would be well served by an integrated system which provides access to materials and information they need, regardless of location. It should be pointed out that these needs should be provided for as close to the students' locations as possible for maximum efficiency and to avoid over-burdening resource libraries with requests. However, all resources of all library and information centers should be accessible to serve the needs of students.

Services to be Provided

The national program would provide students with access to bibliographic data needed in order to locate, organize, purchase and use the full range of print and audiovisual materials.

Materials Processing

A very important service that a national program could offer to school library media programs would be processing materials prior to the time they arrive at the local school building or district. It is essential that this routine operation which is repeated thousands of times across the country be done at a more cost-effective level so that professional time may be used in working with students and teachers in applying learning resources and information to the educational program. This program could bring us to the day

when no school library media personnel would be responsible for the routine organizing and processing of materials at the school building level.

Retrieval of Information and Materials

The concept of automated information retrieval systems is one that is growing rapidly and can be meaningfully applied to the needs of the schools. Through a national system and appropriate compatible technology, the schools must be connected with data bases and sources of materials through which students and teachers can retrieve information needed to support the teaching and learning processes. These information sources presently provide tremendous potential for professional staff development through access to a variety of the existing data bases and materials.

Staff Development

As the national program develops it will be essential that personnel in all fields of library and information work have access to continuous staff development programs. One of the real benefits of a broadly-conceived national plan is that the staff of various types of library and information centers could be brought together for staff development activities, becoming more familiar with the various kinds of services available and developing competencies in the ability to make most effective use of these programs to serve the needs of their particular clientele. School library media personnel at the building and district levels must be an integral part of this staff development process if they are to make most effective use of existing resources and services.

Potential Contributions of School Media Programs

Cooperative activity is a two-way street, and school library media personnel bring to the new national program important contributions of their

own. School library media programs have had a long history of concern for the application of newer materials of instruction and their attendant technologies to the teaching and learning processes. The kindergarten through twelve grades in public and private schools in the country have taken the leadership in embracing and attempting to realize the potential of audiovisual technology and its contribution, in combination with a variety of traditional formats, to the process of education.

School library media personnel have considerable skills in the evaluation, selection, organization and utilization of the full range of print and audiovisual materials. School library media education programs have taken the lead in modifying courses to reflect more adequately this balanced concern for the print and audiovisual packaging of learning resources. School library media programs have traditionally been concerned with handling a variety of information packages because this was the way in which information came to them, in a form most readily applicable to curriculum and personal needs. Schools have taken the lead in viewing instructional objectives and the need for information as a primary concern. School media programs have applied scientific processes to the selection of the appropriate medium to meet the instructional objectives of students and teachers. Students and teachers are learning that the blending of the full range of print and audiovisual resources as well as community resources and information is vital to the education process.

Standards for Participation by School Media Programs

The problem of determining what standards will be required must be addressed in the development of the national program. On one hand there are those who argue that raising high standards will prevent those most in need of the new program from participating. On the other hand it can be argued

that unless the schools are asked to do their part by providing basic services for the instructional program, it would be impossible and inappropriate for any outside system, no matter how sophisticated, to deliver the needed services. The national program must be based on the premise that regular use of high-demand services must be provided near the users of that particular type of library.

Establishing a Standards Development Process

Any arbitrary standard developed at the national level and imposed on all schools and districts uniformly across the country will meet with great resistance. In order to promote understanding of the national program and acceptance of the conditions of membership, a process for developing the standards must be implemented. This process which can be implemented in each state should involve participation by a variety of people who will benefit from and contribute to the national program.

There should be created in each state a Commission on Standards charged with responsibility for determining what standards should be met by districts and states wishing to join the national network. Membership in the Commission should represent administrators, school board members, the general public, students, teachers and library media personnel. In order to ensure state participation and commitment to this program, strong representation should be given to the state education agency and the state library agency. The Commission should be responsible for drawing up standards which the schools and districts within that state must meet in order to be admitted to full membership in the intrastate program of library and information services.

When state level input has been developed, representatives from the State Commission on Standards should form a National Commission on Standards to decide on the national standards to require for state participation in the national program.

Areas to be Covered in Standards

The standards should specify what basic library media services school districts must provide at the building, the district, and/or regional level. At the building level the standards must call for a full program of services in the following broad areas:

1. Access
2. Reference
3. Production
4. Instruction
5. Consultation

These areas of services were conceptualized by James Liesener in Inventory of School Library/Media Center Services[2] and should serve as a basis for consideration.

A statement of needed district and/or regional programs has been developed in the new Media Programs: District and School co-authored by the American Association of School Librarians and the Association for Educational Communications and Technology.[3] That publication should provide a valuable guide in determining what services are provided at those levels.

The standards which states must meet should specify qualified staff at the building and district levels to develop service programs and give leadership to the districtwide programs as well as to coordinate use of the network. These components are essential if schools are to act as windows or access points on the national network.

---

[2]James W. Liesener. Inventory of School Library/Media Center Services (College Park, MD: University of Maryland, 1974).

[3]AASL/AECT. Media Programs: District and School (Chicago: American Library Association, 1974).

Need for Incentives

In order for schools to effectively meet these standards, the federal and state governments must provide incentives. For this reason it is essential that the new national program indicate the method in which federal and state funds will be provided to encourage schools to provide basic services at the building and district levels, thereby enabling them to join the program. Combined federal and state funding with formulas to provide maximum incentive to hard-pressed school systems must be an important component of the national program.

Need for Sharing of Resources

One of the most important concepts of networking is that this is a reciprocal arrangement whereby library and information centers not only offer services to others but also expect services in return. For this reason it will be essential for schools to make a sincere commitment to the opening of their collections, materials and attendant technology for use by the public and other libraries and information centers. Many school districts already make their resources available to people in the community. Since most of the materials purchased for institutional use, including schools and other types of libraries, were purchased with local, state and federal tax monies, it is appropriate that these materials be made widely available to the extent that it does not interfere with their use by students and teachers.

Need to Avoid Rigid Standards

As new standards are developed for school participation in the national program, it is important to realize the tremendous range in level of development of school library media programs which exist across the country. The programs vary from excellent to non-existent. The new national program has

substantial potential for upgrading the basic level of services available to all. The primary concern of all library and information services must be the interest and needs of the users. Therefore, whatever standards are developed must be applied with flexibility and discretion. This means that information programs must be mounted to help schools understand the potential contributions of the national program and the desirability of phasing into meeting the standards for participation in an orderly and flexible fashion. A method should be devised to allow schools not meeting all standards to participate in limited national services, the scope of which would expand as the school advanced in the provision of basic services at the building and district levels.

Problems of Participation

Bringing all schools in the country into full membership in a new national program will entail many problems which will not have easy solutions.

Determining Information Needs of Users

One of the important problems for all types of libraries will be the determination of materials and information needs of all users. Through demands made upon library media programs by teachers and students, school programs are aware of curricular demands articulated by their clients. The new national program should give priority to research studies which would shed further light on more advanced information needs of students and teachers and the materials and information program needed to meet these often unarticulated needs. The great variety of information needs generated by the curriculum and the personal needs of students requires the full access to learning resources and information available only through an integrated national program.

Staff Development

A primary problem facing the library and information profession nationally is the development of a skilled work force able to design, implement and participate effectively in the new library media information profession emerging in the national plan. It is a task of monumental proportions to retrain current library media personnel to function in a changing information environment where the media professional serves as a mediator between client needs and the world of information and not as a manager of a finite program. It will take all the resources of the profession along with significant federal and state leadership and aid programs to carry on the continual process of professional development needed for effective functioning of the schools as part of the national program.

School library media personnel are familiar with change. The past decade has witnessed the convergence of the school library and audiovisual fields. The next decade should merge the expertise of these two fields with that of the emerging information science profession. Inservice activities at the local, regional, state and national levels to provide qualified leadership will take substantial federal assistance as well as state leadership and financial support. The process of conversion to the new national program has massive implications for the library media education profession. In addition to their basic responsibilities for helping to retrain staff presently operating library media programs, they will have to modify their programs to prepare new library media information specialists capable of functioning in a changing information world. The job of preparing library/media/information specialists, many of whom will be operating as single professionals at the building level, with sufficient skills for managing all the components of a modern program will be a major one.

It is time to take a searching look at programs presently preparing professionals for school library media programs at the building and district levels. Publication of Media Programs: District and School[4] by the Association for Educational Communications and Technology (AECT) and the American Association of School Librarians (AASL) points toward the emerging school media profession. The national plan calls for professional staff with broad competencies in materials, technology and information science. It will be necessary to revise the program of certification for professional staff at the building, district, regional and state department of education levels in order to be assured of staff prepared to develop needed programs. It will also be necessary to expand existing accreditation programs or to develop new national accreditation programs to ensure that institutions preparing media professionals for schools are preparing them to function effectively in the library/media/information environment in which modern school programs will be operating.

National and State Roles

Education is a state responsibility which is delegated to local school districts. This delegation with the resultant local decision making has caused tremendous variance in the quality of library media programs available to students and teachers at the school building level. Schools are responsible for providing the necessary resources along with the professional support staff and necessary facilities and equipment to support the educational program.

---

[4] Ibid.

Providing Basic Library Media Services to All

Despite the fact that the responsibility has been delegated, the state remains the responsible agency for providing educational opportunities as nearly equal as practicable to every student in this country. The pressures on school finance along with the great discrepancy in the ability of local school districts to provide the resources needed for even basic programs in all areas makes it essential that the state and federal governments take on part of the responsibility of developing these programs. Any national plan for library and information programs must build on strong library media programs easily accessible to students and teachers. This means the federal and state governments will have to provide matching grant programs with sufficient incentive to local school buildings and districts to get them to meet state and national standards for participation in the national network.

The states must assume responsibility for providing more nearly equal educational opportunities through the provision of financial aids to ensure every local school district and building the resources necessary for providing the basic media services in combination with federal help so that no child or teacher will be denied access to the national network. The money should come from a combination of significant federal and state funding along with the local effort. This combination is essential to assure continued development of excellent library media service programs.

Providing Necessary Technology

As library media programs and library and information centers, both public and private, move toward development of a national plan for access to information, one of the most important ingredients will be the compatible technologies providing access to and transfer of information from remote sources. The expense of providing these technologies must be borne most

heavily by federal and state governments. Much of the technology needed has already been developed and is available. The national program cannot begin to function in more than a demonstration capacity until this needed technology is widely distributed and available for use so that the people at the local level in all types of libraries and information centers can see the actual benefits of the national program to each person in their search for information.

Just as the National Defense Education Act, Title III, provided for school building and district level access to audiovisual technology needed to improve communication in the schools, the federal government must provide substantial funding of the compatible technology so that local school districts can have access to many remote sources of learning resources and information. States or regions will have to develop bibliographic data bases and contractual arrangements which make it possible for local schools to participate.

The federal government in concert with state governments must set standards for technological components of the system to ensure that the interface between the components as the system develops is compatible and will be sustained throughout the development of the national program. School people have become rather skeptical of technological developments because of the rapid change in communication equipment. The national system will have to select sufficiently stable communications systems technology to make the system function for a reasonable length of time.

Planning and Implementation

It is important to consider where and how the planning and implementation for basic services will be developed. The state education agency is the obvious source of long-range planning and program implementation for the school programs. This means that strong library media leadership,

planning and evaluation capabilities must be developed in each state education agency. These programs must be provided with sufficient federal and state funding to develop long-range plans for local, regional and state library media program development. The state education agency with its library media program development responsibilities must play a central role in making available basic programs to all students and teachers and assure them of participation in the national program of library and information services. State education agencies can work through certification, education programs and accreditation with a variety of state and federal funding sources to direct and coordinate the long-range implementation of school media services, including the use of a broad variety of information services available through the national network.

Barriers to Cooperation

A serious problem in developing any cooperative activity is overcoming the human and legal barriers which impede progress. At the local school building and district levels the crossing of institutional lines is difficult. Since various types of libraries and information centers are accustomed to functioning within their own established procedures, it will be necessary to develop procedures which facilitate the crossing of all types of institutional lines from the building, district and regional levels.

Lack of Cooperative Spirit

To be successful any cooperative information effort must build on the acceptance of all types of libraries and information centers as full partners in the system of providing resources and information. Sufficient incentives must be provided so that every type of library and information center can develop an attitude of cooperation rather than one of fear based on concerns about their resources being exploited.

Basic to any cooperative endeavor in the information field must be the final and complete acceptance of the student, regardless of his/her institutional setting, as a full citizen having the same right to resources and information services as every other citizen of the country. For years various types of libraries have considered students' requests for information as somehow less important than their primary clientele. As a citizen, taxpayer, or child of a taxpayer, every student has the right to know, the right to learn, the right to access to information regardless of its setting, and particularly if the resources have been purchased with taxpayers' money. Most people would agree that the best national system would be one in which any user could enter any library or information center and be treated with open acceptance, having a request considered as an entry into the system if the primary library does not have the resources requested. It is essential that school media program requests of students and teachers be considered as valid requests when entered through their primary library or window on the system.

Responsibility for filling any request lies first with the local school building and next with the school district. From there the requests should flow, as appropriate, into the city, regional, state, interstate, and national library and information system, if the information cannot be provided at the primary levels of the service ladder.

Lack of Community Coordination

There should be established in each community a Coordinating Council for library and information resources. Only through such grassroots involvement can there be serious hope of bringing together the necessary forces to make best use of existing resources in their various institutional settings. A community library and information coordinating council would have leadership representation from the various types of institutions and information centers in the community. This council would have widespread responsibilities

for policy recommendations to the various library and information sources in the community as well as to the regional service agencies. Representation by all types of libraries and information services would ensure input from a wide spectrum of interested participants so that all existing resources and talents would be used to their fullest extent. These coordinating councils would need seed money from federal and state sources to provide the incentive for establishing and implementing coordination without going to the local library and information centers for basic program support. Each community coordinating council would establish liaison with a regional service area which would link supporting services provided by such agencies as regional public library systems, regional school media programs, regional vocational-technical schools and institutions of higher education.

Lack of State Level Coordination

The state has a complex responsibility for developing programs within that state and for preparing state library and information centers for full participation in a national network. The responsible state agency or agencies must be identified and their roles clearly defined if state level coordination is to be effective across all institutional settings.

In many states the problem of split responsibility at the state level for various types of library and media programs is a significant one. In many instances the state library agency and the state education agency are separate. In still others, colleges and universities, vocational-technical schools, institutional services, handicapped services, etc. are administered by various state agencies or departments.

The national plan must identify a strong state agency to assume primary responsibility for the coordination of library media and information programs in each state. Where these responsibilities cannot be reasonably consolidated, the plan should call for eventual consolidation

of that responsibility in a single strong state agency. Until this can be accomplished, liaison responsibilities with appropriate staffing must be established between the various agencies which need to be coordinated into a unified state level program planning capability.

Managing Change

Change is difficult and, to many, threatening. Everyone is accustomed to an accepted pattern of behavior and finds it difficult to change with ease. The greatest problem in setting up any new system as far-reaching in its implications as the new national plan for library and information services will call for a very significant change in operating habits of library media personnel. The process of human engineering, of consciousness raising, of helping people to understand their changing roles and responsibilities will be the most difficult to achieve of all the jobs entailed in the development of the national program.

The Need for Leadership

A massive program of change in the implementation of library and information services will require strong, forward-looking, knowledgeable leadership of library media personnel at all levels. The development of this leadership should be a primary focus of the national program as it moves to implement the national plan. The national program must provide for a variety of professional leadership development and information programs and make these funded programs available to personnel in all library media fields. The National Defense Education Act, and later, the Higher Education Act institutes, funded by the federal government, were instrumental in developing many leadership people in the library media field. Such a program must be continued and expanded with special

emphasis on the future role in long-range planning and evaluation if the school media field is to play its appropriate role in the national program.

Promise of the Future

Imagine a school library media program in which the child and the teacher have almost unlimited access to the world of instructional resources and information, regardless of its location. Imagine such a program supported by knowledgeable library media personnel using media most effectively in designing and implementing humane learning experiences for each individual. American children and young people deserve no less!

Bernard M. Franckowiak